DOCUMENT RESUME

ED 247 989 JC 840 498

TITLE The Improvement of Occcupational Education in Maryland: A Progress Report, Fiscal Year 1984.
INSTITUTION Maryland State Board for Community Colleges, Annapolis.
SPONS AGENCY Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
PUB DATE Sep 84
NOTE 24p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Education; *Community Colleges; *Information Systems; *Program Evaluation; Program Improvement; State Surveys; *Statewide Planning; Two Year Colleges
IDENTIFIERS *Maryland

ABSTRACT

A summary is provided of the fiscal year 1984 activities undertaken as part of the Maryland State Community College Board's (MSCCB's) Management Information System and Program Evaluation efforts. First, the text of a resolution establishing a joint coordinating committee for occupational education programs is presented as approved by the MSBCC and the Maryland State Board of Education. Next, the project summary is provided, including a brief description of the procedures and results associated with the project's three objectives: (1) to conduct statewide studies of credit enrollment, degree recipients, graduate follow-up, leaver (entrant) follow-up, employer follow-up, discipline cost analysis, continuing education data system, and program inventory; and prepare computer files and a report for each study; (2) to run the MSCCB's Community Colleges Program Data Monitoring System and review each of the career programs; and (3) to publish an in-depth evaluation of 48 community college programs and a statewide evaluation of criminal justice/law enforcement programs. Information is provided on the programs designated for evaluation between 1978 and 1983 by discipline; the number of active programs in 1978; the number discontinued between 1978 and 1983; and the number of inactive programs in 1983. Programs designated for qualitative evaluation in 1984 are listed, along with reasons for their assessment. Appendices provide a guide for users of the Program Data Monitoring System and suggestions for using evaluation information to support instructional program evaluations. (AYC)

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THE IMPROVEMENT

OF OCCUPATIONAL EDUCATION

IN MARYLAND

A Progress Report

Fiscal Year 1984

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Maryland State Board for Community Colleges

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THE IMPROVEMENT OF OCCUPATIONAL EDUCATION IN MARYLAND

A Progress Report

Fiscal Year 1984

DIRECTED BY:	Maryland State Board for Community Colleges
FUNDING GRANTED BY:	Division of Vocational-Technical Education Maryland State Department of Education
PROJECT DIRECTOR:	Lawrence A. Nespoli

September 1984

Annapolis, Maryland 21401

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Resolution

ESTABLISHMENT OF JOINT COORDINATING COMMITTEE FOR OCCUPATIONAL EDUCATION PROGRAMS MARYLAND STATE BOARD OF EDUCATION - MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

WHEREAS, The Maryland State Board for Community Colleges and the Maryland State Board of Education, in order to improve, expand, and coordinate their individual and joint efforts in the development, achievement, and support of high-quality occupational programs and services in post-secondary education for the citizens of Maryland; and

WHEREAS, A joint commitment of these two agencies to regular and systematic cooperation and coordination will assure the achievement of certain key objectives;

NOW, THEREFORE, BE IT RESOLVED That the State Board for Community Colleges and the Maryland State Board of Education will link efforts to achieve the following objectives:

1. Coordinate staff efforts through active dialogue and information-sharing concerning curriculum, facilities, personnel development, fiscal matters, and appropriate technical assistance in the occupational area;

2. Coordinate appropriate interrelated informational components within information systems;

3. Systematic sharing of relevant communication pertaining to specific occupational projects undertaken by community colleges;

4. Jointly develop, publish, and disseminate informational program materials and brochures highlighting occupational programs in Maryland community colleges;

5. Establish a joint coordinating committee for occupational education to foster interagency planning on annual and long-range master planning.

Approved:
State Board of Education, April 28, 1976
State Board for Community Colleges, May 13, 1976

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PROJECT SUMMARY, FISCAL YEAR 1984

PROJECT TITLE

Management Information System and Program Evaluation, Activity No. 4.2.6

PROBLEM

A valid and reliable student data base is needed for planning, decision making, and Vocational Education Data System (VEDS) reporting. A systematic and objective procedure is needed to evaluate the quality of occupational programs in Maryland community colleges.

OBJECTIVE NO. 1

To conduct the following statewide projects, including the preparation of computer files and publication of a report for each study:

Credit enrollment
Degree recipients
Graduate follow-up
Leaver (entrant) follow-up
Employer follow-up
Discipline cost analysis
Continuing education data system
Program inventory

PROCEDURES AND RESULTS

Credit Enrollment. Opening Fall enrollment is reported using a system of computer tapes from the colleges. In addition to demographic data about each student, the student's program of study and credit hours carried are reported. All seventeen community colleges submitted tapes or coding forms in Fall 1983. Data were published in the State Board for Community Colleges (SBCC) State Plan and in the annual SBCC publication, Selected Financial and Enrollment Statistics.

Certificates and Degrees Awarded. The number of students who complete programs during the fiscal year are reported by college by program. Trends in the mix of occupational and transfer degrees are analyzed. Colleges submit the degree data on computer tapes or coding forms with one record per graduate. A report on characteristics of community college graduates was presented in the SBCC Bulletin. Degree trends were analyzed in Selected Financial and Enrollment Statistics.

Graduate Follow-Up. The statewide graduate follow-up study surveys persons about nine months after program completion. The study is a joint project of the community colleges and the State Board for Community Colleges and uses a standard questionnaire mailed in odd-numbered years. In FY 1983, 7,500 graduates from 1982 were surveyed and an adjusted response rate of 61 percent was achieved. Each college has received a printout of its data, a statewide aggregation, and an aggregation of the responses of graduates from similar peer colleges. Crosstabulation by program was provided to each college. A report of the 1982 graduates will be sent to the Division of Vocational-Technical Education as soon as it is completed.

Leaver Follow-Up. The statewide entrant follow-up study surveys persons four years after entry to the community college. The study uses a standard questionnaire mailed out in even-numbered years. A stratified random sample of 26,734 first-time entrants from 1978 were surveyed in FY 1982, and an adjusted response rate of 37 percent was achieved. A report on these 1978 entrants, Four Years Later: Follow-up of 1978 Entrants in Maryland Community Colleges, was published in FY 1984.

Also in FY 1984, the follow-up survey of 1980 entrants was initiated. 35,338 surveys were mailed in Spring 1984. The results are now being tabulated by the State Board for Community Colleges for the 17 community colleges, and a final report will be shared with DVTE as soon as it is completed.

Employer Follow-Up. The statewide employer follow-up study surveys the employers of graduates who (1) completed an occupational program, (2) are employed full-time, (3) are in work related to their education, and (4) gave permission to contact their employer. The study is a joint project of the community colleges and the State Board for Community Colleges and uses a standard questionnaire mailed out in odd-numbered years. Specific questions required by the VEDS are included in the survey. In FY 1983, 1,312 employers of the 1982 community college graduates were surveyed and a response rate of 57 percent was achieved. Each college received a printout of its data and the statewide results. A report utilizing the data from this employer survey and comparing this data with previous surveys is being prepared and will be sent to the Division of Vocational-Technical Education when it is completed.

Discipline Cost Analysis. Costs and full-time equivalent students are reported for each discipline at each college. The data enable an analysis of trends in costs per FTE student in occupational disciplines. Colleges are provided with trend reports for their college, similar size colleges, and statewide. A Discipline Cost Analysis Manual has been developed and is revised periodically to clarify the procedures for preparing the cost data. Colleges report the data to SBCC on a standard format tape in order to facilitate processing and accuracy of the data.

Continuing Education Data System. Enrollments and contact hours are reported to the State Board for Community Colleges for each noncredit course. Reports are generated showing the number of registrants and full-time equivalent students in specific types of occupational courses at each college. Copies of these reports are sent to the colleges and to the DVTE at the end of each year. Summary reports of enrollments in noncredit courses are included in the annual SBCC publication, Selected Financial and Enrollment Statistics.

The State Board for Community Colleges has implemented a computerized system for colleges to submit enrollment, course, and student demographic data in continuing education. This tape system provides software that generates a standard format file and produces management and aid transmittal reports at each college. The software was used by all colleges in FY 1984 to produce State reports and to produce an end-of-year data tape for the SBCC.

Program Inventory. The SBCC Program Inventory was updated in FY 1984 to reflect programs that were added, discontinued, or made inactive. The Program Inventory is the backbone of the SBCC Information System and is critical to the Program Data Monitoring System and to student follow-up studies. A crosswalk is used for the new federal Classification of Instructional Programs (CIP). Colleges will continue to report their enrollment, degrees, discipline cost analysis, employee data, and follow-up surveys using the present six-digit State Board for Community Colleges and State Board for Higher Education subject codes. The SBCC and SBHE translate these program codes to CIP codes for any federal report which requires CIP codes.

Common Data Elements. In a statewide system of locally governed community colleges, each institution is free to develop its own data processing system. In order to insure that data from each institution are comparable and to promote more efficient development of data systems, the Association of Data Processing Directors of Maryland Community Colleges has produced the Course Master Data Elements and Student Data Element Dictionary. This Data Element Dictionary has been continuously updated by the data processing directors and maintained by the State Board for Community Colleges on the SBCC computer file.

OBJECTIVES NO. 2 AND NO. 3

To run the State Board for Community Colleges Program Data Monitoring System and review each of the career programs by June 15, 1984 (see Appendix A for a description of the SBCC PDM System).

To publish an in-depth evaluation of forty-eight community college programs by March 15, 1984 and a statewide evaluation of criminal justice/law enforcement programs, conducted because of a concern about declining enrollments due to a loss in federal Law Enforcement Education Program (LEEP) dollars (See Appendix B for a description of the SBCC Program Evaluation System).

PROCEDURES AND RESULTS

Program Data Monitoring System. The 1984 printout of the Program Data Monitoring System was sent to college occupational deans and institutional researchers for confirmation of the data. Upon receipt of the corrections, a final printout was made and a copy was sent to the DVTE with one page per program at each college.

Enhancements are made to the PDM System every year. This year data were added about Fall 1983 enrollment, FY 1983 awards, and FY 1983 discipline costs. The 1983 Higher Education Cost Index was included in the Discipline Cost Analysis display of cost trends and the results for the 1982 graduates were added to the display of follow-up surveys.

Program Evaluation. The system for program evaluation is described at length in the Instructional Program Manual. Briefly, the SBCC reviews each program at each college every April using the Program Data Monitoring System. The PDM System displays trends in enrollments, awards, employment in field of training, student satisfaction, discipline costs, and job openings. Programs that appear to need a qualitative evaluation are identified and a letter asking specific questions is sent to the college presidents. The colleges prepare written responses, and the responses are compiled into a Program Evaluation Report reviewed by the State Board for Community Colleges in January.

The 176-page Program Evaluation Report was published in April 1984 and sent to the DVTE. After the sixth full cycle of program evaluations, 278 programs have been evaluated. Many programs have been improved through changes in curriculum, staffing, or recruitment. In addition, 57 programs have been discontinued and 19 are currently inactive. Table 1 shows the number of programs evaluated by year and by occupational program area.

In June 1984, 50 programs were identified for a qualitative evaluation in the seventh cycle of the Program Evaluation System to be conducted in FY 1985. Table 2 gives the names of the programs identified for a college evaluation, along with the primary reason(s) for the evaluation request.

Table 1

Maryland State Board for Community Colleges

PROGRAM EVALUATION SYSTEM
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1978 - 1983

	Number of Active Programs		Programs Designated for Evaluation												Total 1978 - 1983		Programs Discontinued 1978-1983		Programs Inactive 1983	
			1978		1979		1980		1981		1982		1983							
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
TRANSFER	84	21	-	-	1	2	16	33	3	6	14	29	8	17	42	15	-	-	-	-
OCCUPATIONAL																				
Business and Commerce	101	26	10	27	10	22	12	25	15	29	12	25	10	21	69	25	9	16	2	10
Data Processing	23	6	2	5	5	11	1	2	1	2	-	-	-	-	9	3	1	2	-	-
Health Services	66	17	8	22	6	13	1	2	11	21	7	15	6	13	39	14	12	21	3	16
Mechanical and Engineering	60	15	11	30	14	31	8	17	9	17	9	19	7	15	58	21	15	26	10	53
Natural Science	14	4	2	5	4	9	3	6	3	6	2	4	2	4	16	6	7	12	2	10
Public Service	48	12	4	11	5	11	7	15	10	19	4	8	15	31	45	16	13	23	2	10
TOTAL	396	100	37	100	45	100	48	100	52	100	48	100	48	100	278	100	57	100	19	100

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Table 2

Maryland State Board for Community Colleges

PROGRAMS DESIGNATED FOR QUALITATIVE EVALUATION
1984

College Program	Issue	HEGIS
ALLEGANY		
Arts and Sciences Transfer	Declining awards Low transfer performance	4910-01
Engineering Transfer	Inadequate follow-up Statewide evaluation	4940-01
Dental Assisting	Inadequate follow-up High cost Previous evaluation in 1981	5202-01
Early Childhood Development	Low awards	5503-01
ANNE ARUNDEL		
Engineering Transfer	Inadequate follow-up Statewide Evaluation	4940-01
Retail Management	Declining enrollment Declining awards Inadequate follow-up Previous evaluation in 1981	5004-08
Architectural Technology	Low awards Low placement Previous evaluation in 1979	5304-01
Mech Engineering	Declining enrollment Low awards Low placement Previous evaluation in 1979	5315-01
BALTIMORE		
Business	Low placement	5004-01
Urban Traffic & Transportation	Low enrollment Declining awards Previous evaluation in 1978	5309-01
Human Services Assistant	Declining awards Low placement	5506-03
Fire Protection	Declining enrollment Low awards Inadequate follow-up	5507-01

College Program	Issue	HEGIS
CATONSVILLE		
Air Transporation Management	Declining enrollment Inadequate follow-up	5011-01
Chemical Technology	Low enrollment Low awards Previous evaluation in 1980	5305-01
Quality Control	Low enrollment Low awards Previous evaluation in 1981	5312-01
Construction Inspection	Declining enrollment Low awards Previous evaluation in 1979	5317-04
CECIL		
Business Admin Transfer	Low awards Inadequate follow-up	4970-01
Construction Trades	Declining enrollment Inadequate follow-up	5317-01
CHARLES		
Real Estate	Declining enrollment Low awards	5004-06
Printing	Low enrollment	5009-01
CHESAPEAKE		
Business Management	Declining awards Inadequate follow-up	5001-01
Air Cond/Htg/Refrig	Low enrollment Inadequate follow-up High cost Previous evaluation in 1978	5317-02
DUNDALK		
Arts and Sciences Transfer	Low transfer performance	4910-01
Real Estate	Low awards Inadequate follow-up	5004-06
Stationary Engineering	Inadequate follow-up	5311-02

College Program	Issue	HEGIS
ESSEX		
Engineering Transfer	Low awards Inadequate follow-up Statewide evaluation	4940-01
Industrial Management	Declining enrollment Low awards Inadequate follow-up	5004-01
Personnel Management	Declining enrollment Low awards Inadequate follow-up	5004-09
Drafting	Declining enrollment Low awards Inadequate follow-up	5303-01
FREDERICK		
Biomedical Lab Technology	Low enrollment	5205-01
Aviation Maintenance	Inadequate follow-up High cost Previous evaluation in 1981	5302-01
GARRETT		
Business	Inadequate follow-up High cost	5004-01
Human Services	Low enrollment	5503-01
HAGERSTOWN		
Engineering Transfer	Declining enrollment Statewide evaluation	4940-01
Accounting and Business	Low placement Previous evaluation in 1978	5002-01
Early Childhood/Primary Grade Education	Inadequate follow-up Previous evaluation in 1980	5503-01
HARFORD		
Engineering Transfer	Low awards Inadequate follow-up Statewide evaluation	4940-01
Real Estate	Low awards	5004-06
Electrodiagnostic Technology	Low enrollment Low awards	5217-01

College Program	Issue	HEGIS
HOWARD		
Engineering Transfer	Low awards Statewide evaluation	4940-01
Data Processing	Low awards Low placement	5101-01
MONTGOMERY		
Engineering Transfer	Low awards Low transfer performance Statewide evaluation	4940-01
Radiologic Technology	Declining awards Low placement	5207-01
General Engineering	Low awards Previous evaluation in 1980	5301-01
Handicapped Assistance	Declining enrollment Low placement	5503-02
PRINCE GEORGE'S		
Arts and Sciences Transfer	Declining enrollment Low transfer performance	4910-01
Medical Lab Technology	Inadequate follow-up High cost	5205-01
Drafting	Inadequate follow-up	5303-01
WOR-WIC		
Marketing	Low enrollment Low awards High cost Previous evaluation in 1980	5004-08
Licensed Practical Nursing	Low placement	5209-01

Appendix A

GUIDE FOR USERS OF THE PROGRAM DATA MONITORING SYSTEM

The State Board for Community Colleges Program Evaluation System was developed in cooperation with the community college presidents and approved by the Board in 1976. The system involves two steps: quantitative evaluation of each program each year by the SBCC, and qualitative evaluation of selected programs each year by the community colleges. The following information is given to assist in the interpretation of data on the Program Data Monitoring (PDM) printout -- a display of enrollment, awards, follow-up, discipline cost, and manpower information.

Program Number and College Program Title. These items are taken from the current SBCC Program Inventory. Data are only shown on the PDM printout as related to programs and not according to program options. Data related to program options are included as part of the overall program. For example, a college may have a program in Electronics Technology, with an option in Digital Electronics. Data related to the Digital Electronics option are included in the data with Electronics Technology.

Enrollment and Awards. Enrollment and awards data are obtained from Enrollment Information System (EIS) data tapes and from the Degree Data System tapes, respectively. The "FT ENR-TO-AWARD RATIO" is derived by taking one-half of the full-time enrollment in a given year and dividing that figure by the number of graduates two years later. For example, a program that had 100 full-time students in 1978 and twenty-five graduates in 1980 would have a ratio of 2:1. Overall student and discipline cost information on the PDM printout is submitted by the colleges, and changes are not made in that data without consulting the college.

Similar Programs. Enrollment and award data from the most recent year are shown for each college having the same program, in order to show the scope of the programs at adjacent colleges and statewide.

Student Follow-Up Studies. Student follow-up studies are conducted jointly by the college and the SBCC, with the college responsible for mailing the questionnaires to students. The column 1980 Graduates refers to a study of all graduates of FY 1980, surveyed in Spring 1981. The statewide response rate among graduates actually receiving the questionnaire was 65 percent. The column 1983 Graduates refers to a similar survey conducted in 1983, with a response rate of 61 percent. All percentages in the follow-up section are simple percentages of the number of respondents, except the data "Among Full-time Employees" where blanks have been excluded from the denominator to arrive at the percentage. Graduate follow-up data are generally not interpreted when there are less than ten respondents. However, since the questionnaires were identical in both follow-up studies, the results from the two studies can be combined, if necessary, to get a more reliable picture of the graduates.

Annual Openings, 1976-1982. The data were developed by the Maryland Department of Human Resources, Research and Analysis Division, and published as the Occupational-Industrial Outlook-1982, March 1980. A similar publication was used for the Baltimore area data, which includes Baltimore City and the following counties: Harford, Baltimore, Carroll, Howard, and Anne Arundel. The methodology for projecting job openings involves using data from the Occupational Employment Statistics (OES) Program. Occupational information is based upon employer responses solicited every three years. The projections include openings due to growth and labor force separations.

Discipline Credit Hour Cost. Data are shown as reported in the SBCC Discipline Cost Analysis for the fiscal years shown. Basically, the discipline cost analysis accounts for all expenditures at the colleges (including federal) and attributes them to direct costs, additional direct costs, and indirect costs. Direct costs are a function of the faculty compensation and class size. Additional direct costs include supplies and materials related to the teaching of that discipline, such as laboratory supplies. Indirect costs include general administration costs, including the library, student services, and utilities. Indirect costs are applied to all courses in proportion to the number of full-time equivalent students in the course. Cost data are shown for each discipline at a college and compared to the cost of that discipline statewide; costs are also shown for all disciplines at a college and compared to the cost of all disciplines statewide.

Procedure for Program Evaluation. Every April, the updated PDM printout is distributed to academic deans, occupational deans, and institutional research directors to verify the data. The SBCC staff then identifies several programs at each college that appear to be in some difficulty and in need of a qualitative evaluation. In general, selection is based upon enrollment, awards, and job placement, in that order. Discipline cost information is used in the context of the overall discipline cost at the college and the average cost of the discipline at other colleges.

The selection of programs for a qualitative evaluation is assisted by "flags" shown in the lower right corner of the PDM printout. The flags represent criteria checks on certain data, such as "Enrollment decreased at least 20 percent and by ten students last year." The flags were set with the help of community college academic deans, occupational deans, and institutional research directors. The flags are used by the SBCC staff to assist in selecting programs for a qualitative evaluation but are not the sole criteria for requesting a qualitative evaluation by the college.

The SBCC staff constructs questions to be addressed in the qualitative evaluation. Upon approval by the State Board for Community Colleges in June, the questions are sent to each college president. Colleges conduct the qualitative evaluations, respond to the questions raised, and submit a report to the SBCC. The SBCC publishes a report of all questions and responses. The report is distributed to the community colleges, to the State Board for Higher Education, to the State Department of Education, Division of Vocational-Technical Education, and to the State Advisory Council for Vocational-Technical Education.

COLLEGE: HARFORD COMMUNITY COLLEGE

PROGRAM NUMBER: 5208.21
HEGIS PROGRAM CATEGORY: NURSING, RN

CERTIFICATE: NOT OFFERED
ASSOCIATE: NURSING

COLLEGE PROGRAM TITLE	YEAR IMPLEMENTED	CURRENT STATUS	USOE NUMBER
NURSING	PRE 1974	ACTIVE	7030100

	1978	1979	1980	1981	1982	1983
FALL ENROLLMENT:						
CERTIFICATE LEVEL						
FULL-TIME	-	-	-	-	-	-
PART-TIME	-	-	-	-	-	-
ASSOCIATE LEVEL						
FULL-TIME	113	176	195	145	170	121
PART-TIME	271	244	330	330	307	395
TOTAL HEAD-COUNT	384	420	525	475	477	516
AWARDS:						
CERTIFICATES	-	-	-	-	-	-
ASSOCIATE DEGREES	85	72	72	98	88	71
TOTAL ALL AWARDS	85	72	72	98	88	71
PERCENT FULL-TIME	29%	42%	38%	31%	25%	23%
FT ENR-TO-AWARD RATIO			1:1	1:1	1:1	1:1
STATEWIDE FULL-TIME ENROLLMENT-TO-AWARD RATIO						1:1
(RATIO = 1/2 FT ENROLLMENT DIVIDED BY AWARDS 2 YEARS LATER)						

STUDENT FOLLOW-UP STUDIES:

	1980 GRADUATES		1982 GRADUATES	
	COLLEGE	STATE	COLLEGE	STATE
NUMBER OF RESPONDENTS	28	388	38	415
RESPONSE RATE	39%		43%	
FULL-TIME JOB, DIRECTLY RELATED	50%	61%	79%	70%
FULL-TIME JOB, SOMEWHAT RELATED	7%	5%	0%	5%
FULL-TIME JOB, NOT RELATED	0%	1%	0%	1%
PART-TIME JOB	32%	27%	16%	21%
TRANSFERRED; NOT EMPLOYED	4%	1%	0%	0%
SEEKING WORK; NOT EMPLOYED	4%	2%	0%	0%
MILITARY, HOME RESPON, OTHER	4%	5%	5%	4%
TOTAL	100%	100%	100%	100%
TRANSFERRED, REGARDLESS OF EMPL	32%	12%	13%	10%
ACHIEVED PERSONAL GOAL	93%	96%	95%	98%
SATISFIED WITH INSTR IN PROGRAM	100%	94%	95%	95%
AMONG FULL-TIME EMPLOYEES				
MEDIAN ANNUAL SALARY	$14,029	$14,726	$16,600	$16,640
NO. REPORTING SALARY DATA	13	217	24	270
BEGAN NEW JOB AFTER COLLEGE	94%	85%	69%	85%
SATISFIED WITH EMPLMNT PREP	100%	93%	93%	93%

ANNUAL JOB OPENINGS, 1976-1982:

	BALT AREA	STATEWIDE
NURSES, PROFESSIONAL	975	1,438

JOB OPENINGS MAY ALSO BE AVAILABLE IN OTHER OCCUPATIONS. SEE DHR "MANPOWER PROJECTIONS." SOME STUDENTS ARE ALREADY EMPLOYED WHILE ATTENDING THE COMMUNITY COLLEGE. THEREFORE, OPENINGS MAY NOT BE NEEDED FOR ALL GRADUATES. OPENINGS ARE FOR MARYLAND ONLY.

SIMILAR PROGRAMS IN MARYLAND COMMUNITY COLLEGES:

COLLEGE	ENROLLMENT FALL, 1983 FT	PT	TOTAL	AWARDS 82-83 CERT	AA	SCH YR TOTAL
ALLEGANY	235	171	406	-	79	79
ANNE ARUNDEL	80	516	596	-	66	66
BALTIMORE	159	205	364	-	58	58
CATONSVILLE	215	829	1044	-	107	107
CECIL	56	91	147	-	53	53
CHARLES	44	32	76	-	39	39
ESSEX	177	621	798	-	117	117
FREDERICK	85	108	193	-	47	47
HAGERSTOWN	10	41	40	-	31	31
HARFORD	181	335	516	-	71	71
HOWARD	65	157	222	-	61	61
MONTGOMERY	71	124	195	-	75	75
PRINCE GEORGE'S	239	608	847	-	109	109
WOR-WIC TECH	17	36	53	-	26	26
TOTAL ALL COLLEGES	1603	4142	5745	-	859	859

DISCIPLINE CREDIT HOUR COST IN NURSING, RN

	FY80	FY81	FY82	FY83	80-83 CHG
HIGHER ED PRICE INDEX	185	207	226	240	+30%
STATEWIDE COST:					
ALL DISCIPLINES	$82	$83	$87	$96	+17%
THIS DISCIPLINE	$138	$133	$145	$136	-1%
COLLEGE COST:					
ALL DISCIPLINES	$82	$84	$81	$106	+29%
THIS DISCIPLINE	$157	$87	$105	$146	-7%

THESE COSTS ARE DISCIPLINE COSTS, NOT PROGRAM COSTS; A SINGLE DISCIPLINE MAY SUPPORT SEVERAL PROGRAMS.

PDR QUANTITATIVE CRITERIA CHECKS INDICATE:

AWARDS DECREASED AT LEAST 10% AND BY 10 STUDENTS LAST YEAR.
DISCIPLINE COST INCREASED AT LEAST 20% LAST YEAR.

SOURCES: HEGIS REPORTS, FOLLOW-UP STUDIES, DEPT OF HUMAN RESOURCES "OCCUPATIONAL-INDUSTRIAL OUTLOOK" AND DISCIPLINE COST ANALYSIS. DATA ARE SUBJECT TO CONFIRMATION BY THE COLLEGE.

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Appendix B

USING INFORMATION TO SUPPORT INSTRUCTIONAL PROGRAM EVALUATION

Program evaluation in Maryland community colleges is part of an integrated system for program implementation and evaluation, with both pieces woven together by an extensive data base. The process for implementing and evaluating instructional programs in Maryland community colleges is diagrammed on the following page. New programs begin with local needs. Faculty members and administrators see educational needs among students and employers and respond with program ideas. By December, the college submits the titles for its proposed programs to the State Board for Community Colleges (SBCC) and the titles are printed in the State Plan for Community Colleges in Maryland. In June, the college submits Letters of Intent that describe the goals and nature of the proposed programs. The SBCC acts on the Letters of Intent at its July meeting, raising questions as necessary and making suggestions for program development. Often the questions arise from the Program Data Monitoring System described below. For example, a college could propose a new program in recreation technology; statewide data about employment of graduates of existing recreation programs may indicate that a new program would have great difficulty with job placement.

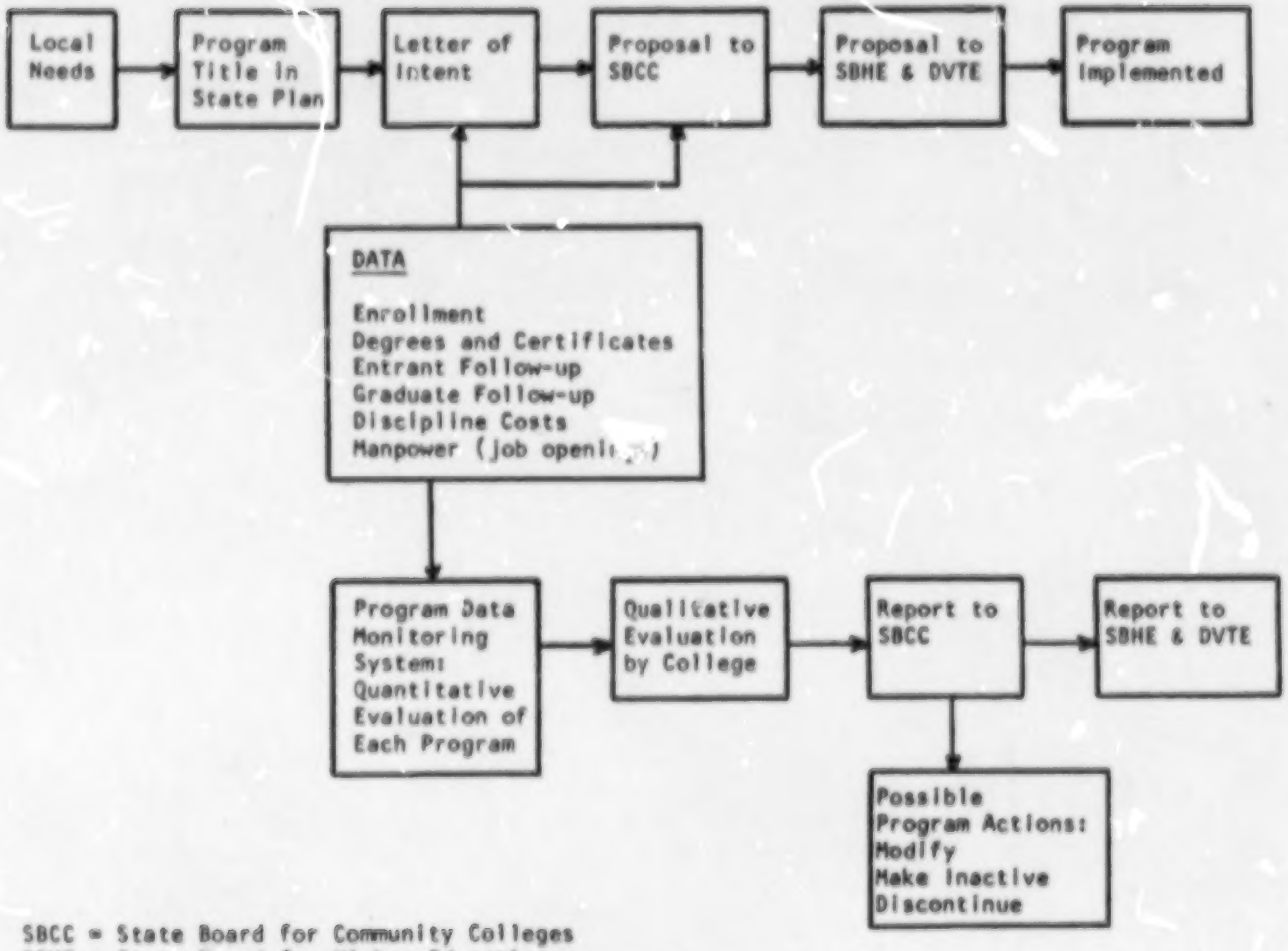
In November, the colleges submit full program proposals. The proposals are analyzed by the SBCC staff with an eye toward employment possibilities, student interest, and cost. Again, the Program Data Monitoring System is used to establish benchmarks for reasonable projections in the proposals. The SBCC acts on the program proposals at the December meeting. Following SBCC action, the programs are sent to the State Board for Higher Education (SBHE) for approval. The Division of Vocational-Technical Education (DVTE) of the Maryland State Board of Education also reviews the proposals for federal funding. Approved programs are generally implemented the following September, about fifteen months after the Letter of Intent was submitted.

Program evaluation is a two-step process in Maryland community colleges. The first step is a quantitative evaluation. Each April the SBCC staff evaluates each program at each college using the Program Data Monitoring System. The PDM System produces one computer page for each program and displays trends in enrollment, degrees, and discipline costs. Employment and transfer information from entrant and graduate follow-up is also shown. The printout is sent to the colleges for verification in May.

In June, the SBCC requests colleges to conduct a qualitative evaluation, the second step in the process. Typically, the local qualitative evaluation is done with a committee of faculty, academic administrators, and institutional research staff members. The committee draws on their experiences, conducts a deeper analysis of existing data, and seeks more information from students or employers. The qualitative evaluations are reviewed and compiled by the SBCC and distributed to the SBHE and DVTE. The most recent Program Evaluation Report was 176 pages in length and included the questions asked by the SBCC and the colleges' response to each question. Criminal Justice/Law Enforcement programs were evaluated at each college statewide during the last year, and the Program Evaluation Report contains a summary of the statewide evaluation. During the first six complete cycles of the evaluation system, 278 programs were evaluated. Many programs were improved through changes in their curriculum, staffing, recruiting, and retention. Fifty-seven programs were discontinued, and 19 were made inactive.

Maryland State Board for Community Colleges

PROGRAM IMPLEMENTATION AND EVALUATION



SBCC = State Board for Community Colleges
SBHE = State Board for Higher Education
DVTE = Division of Vocational-Technical Education
Maryland State Department of Education

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024
OCT 5 1984